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THE CORRELATION BETWEEN THE APPLICATION OF ENGLISH VISUAL DICTIONARY AND THE STUDENTS' COMPETENCE IN WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE STUDENTS OF *SMP WAHIDIN KOTA CIREBON*.

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of *Syekh Nurjati* State
Institute for Islamic Studies in Partial Fullfillment of the Requirements for Islamic Scholar
Degree in English Education



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ISLAMIC STUDIES
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ABSTRACT

**Inggi Verawati : The Correlation between the Application of English Visual
(58430528) Dictionary and the Students' competence in Writing
Descriptive Text at the Eight Grade Students' of SMP Wahidin
Kota Cirebon.**

The research entitled "*The Correlation between the Application of English Visual Dictionary and the Students' competence in Writing Descriptive Text at Eight Grade Students' of SMP Wahidin Kota Cirebon.* " is arranged with a purpose to know and determine whether there is any positive and significant correlation between the application of English visual dictionary and students' competence in writing descriptive text at the eight grade students of *SMP Wahidin Kota Cirebon*. The researcher chooses writing skill because it is one of the most difficult skills. The eight grade students of *SMP Wahidin Kota Cirebon* feel difficult to arrange the English text especially descriptive text because of its vocabularies.

The aims of the research are to give the solution for solving the students' problem in English learning process. When they are studying descriptive text, they often find some problems. The researcher offers the tool that can make students easier, more interesting and more interactive, that is by using English visual dictionary as a problem solver. This research uses quantitative research and the technique of collecting data by using: observation, questionnaire, and test. Then, the technique of analyzing data by using the formula of statistic, especially by using the formula of product moment correlation by Pearson.

The result of the research can be concluded that the application of English visual dictionary at *SMP Wahidin Kota Cirebon* that using questionnaire is 0.8 (good/strong), and the result of students; competence in writing descriptive text by using test, the average is 66.1 (good enough). The correlation between X variable with Y variable using product moment formula by Pearson is $t_0 > t_t$ or $8.8 > 2.03$. so it can be concluded that there is strong correlation. It means that, those variables are applied suitably for students at the eight grade students of *SMP Wahidin Kota Cirebon*.



PREFACE

Bismillahirrahmaanirrahim

In the name of Allah SWT, lord of the world, the Most gracious, the Most merciful. All praises and thankfulness be given to Allah. Finally the writer has finished writing this paper.

This thesis is entitled in **“The Correlation between The Application of English Visual Dictionary and the Students’ Competence in writing descriptive text at the Eight Grade Students of SMP Wahidin Kota Cirebon”**, presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for the degree of the Islamic scholar in English Education (S.Pd.I).

In writing this thesis, there are a lot people who have participated, supported, helped, and advised. So in this opportunity, the writer would like to convey his sencere gratitude to:

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Hopefully, this thesis will be useful for the readers especially, for the writer herself and also for the students of *Syekh Nurjati* State Institute for Islamic Studies as a reference in general.

Cirebon, November, 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In learning English, there are four skills – listening, speaking, reading and writing. All those are the important skill to master English. In school, the four of those skill are learned. But in learning English usually the students find the difficulties when they learn four skill, especially writing. There are many definitions of writing, such as :

Writing is an activity of writing. Hornby (2003 : 502). Writing is process of inscribing characters on a medium, with the intention of forming words and other language constructs.

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

(<http://www.omniglot.com/writing/definition.htm>)

Based on the definition above, we can know that writing can help us to solve problem and to create us be smarter then be better.

In learning process at school, the students usually have some problems to apply the writing based on those important. One of the problems that are usually showed up by the students is about writing. However, writing has function to train students ability in writing, especially English, in every formal even informal school.



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Wishon E. George and Julia M. Burks(1980 : 379) said : “Description reproduces the way things look, smell, taste, feel, or sound ; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create visual image of people, place, even or units of time, days. Times of day, or seasons. It may be used also to described more than the outward appearance of people. It may tell about their traits of character or personality.”

Descriptive text is a text that describes the features of someone, something or certain place. Introduction is the part of the paragraph that introduces the character.

Description is the part of the paragraph that describes the character.

Descriptive text is a text to describe a particular person, place, or thing. The

descriptive text have some characteristics, there are :

- Elaborate use of sensory language
- Rich, vivid, and lively detail
- Figurative language such as simile, hyperbole, metaphor, symbolism and personification.
- Showing, rather than telling through the use of active verbs and precise modifiers. Langan (2005)

The students sometimes don't understand the vocabulary, verb, the characteristic of steps and the instruction that used in the descriptive text. In order that the students can understand and comperhend that text, they should be guided. The teacher can use a tool for guide them and help their comprehending about descriptive text, with using media, it is English visual dictionary.



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Rudy Bretz (1971) classifies the media based on three main elements (sound, visual and motion). Audio visual media composed of two words, namely audio and visual. Audio can be heard or auditory means, while the visual is that appears to the eye or the looks. So the visual media are media that can be seen by our senses. Visual describes something that is seen. Visualis (n) a picture, map, piece, of film, or (adj) connected with seeing or sight.

So media is the intermediary or the introduction of the sender to the receiver of the message.

According to Oxford Advanced Learner's dictionary (2003:481) visual (n) a book that gives a list of the words of a language in alphabetical order and explains what they mean, or gives a word for them in a foreign language.

Generally, the students difficulties in comprehend the text, in this case is descriptive text. Because of that, one of tools to make them more comprehend the descriptive text, we need a media as the tool So, The problem solving that's offered by the writer is with using English visual dictionary.

Through this way, the students can easily write a text, especially descriptive text. Then, automatically it can give the influence toward the students achievement.

Based on that explanation above, the writer would like to examine the correlation between the application of English visual dictionary and the students' competence in writing descriptive text. After that, the writer would like to know the result of the students learning in writing the text, especially in descriptive text.the



writer conclude that the weakness ability in writing descriptive textis the main problem that now occurred.

B. The Identification of the Problem

1. The Research Area

This thesis, which is entitled : “The correlation between the application of the English visual dictionary and the students competence in writing descriptive text at the second year student of *SMPN Wahidin Kota Cirebon*,” try to make the students more understand in using English visual dictionary so that the students can understand a descriptive text. The other one is to make the students know some guides in the English visual dictionary and can make a text, especially descriptive text.

2. The Kinds of the Problem

There are many problems in writing text at second year student of *SMPN Wahidin Kota Cirebon*, especially in writing descriptive text. The writer would like to mention the kind of the problems in this thesis:

- a. The students are still confuse and difficult to write in English correctly.
- b. The students’ aren’t familiar with English vocabularies.
- c. The students seldom using English Dictionary, especially English visual dictionary.



Those are some kinds of descriptive text problems, then as an English teacher, we have to find out the way to solve those problems.

The first point is to know the students want. Enjoyment is the keyword to make descriptive text (with using English visual Dictionary) is easier, and then the students will know the vocabulary of descriptive text faster than before. After knowing the vocabulary, students can practice it by the exercise that's teacher given. Finally, the students can apply it into real purpose one of the application is the writing English itself.

3. The Main Problem

The main problem of this research is the students' weakness in writing descriptive text at eight grade students of *SMP Wahidin Kota Cirebon*.

C. The Limitation of the Problem

One of the problems in English is how to write English correctly. The students sometimes are lazy to write, it because they are not familiar with English vocabulary. The writer has decided to limit the problem only talking about: the application of English visual dictionary and the students' competence in writing descriptive text. Because many students write a descriptive text without using English dictionary, especially using English visual dictionary. While descriptive text need a visual to reach vocabularies, than they can write the descriptive text more clearly.



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D. The Questions of the Research

Based on the reason above, the writer has tried to give close attention to know:

1. How is the students' response on the application of English visual Dictionary?
2. How is the students' competence in writing descriptive text?
3. Is there any positive and significant correlation between the application of English visual dictionary and students' competence in writing Descriptive text?

E. The Aims of the Research

Based on the question of the research above, the writer has tried to arrange the aim of the research as follows :

1. To get the data about the application of English visual dictionary.
2. To get the data the about students' competence in writing descriptive text.
3. To get the data of the correlation between the application of English visual dictionary and students' competence in writing descriptive text?

F. The Use of the Research

This research is expected can give some information about how to teach the students in learning writing, especially in increasing the vocabulary and the students' competence in writing descriptive text through English visual dictionary.



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